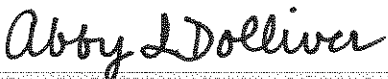
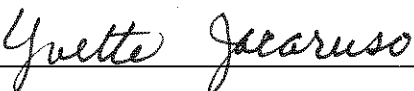




**Connecticut State Department of Education
SIG 1003(g) | Application Cover Page**

District (LEA):		
Norwich Public Schools		
Contact Person:		Contact Title:
Kaitlyn O'Leary		Director of Strategic Initiatives
Telephone:	Fax Number:	E-mail Address:
860-823-6284	860-892-4353	koleary@norwichpublicschools.org
Street Address:	City:	Zip Code:
90 Town Street	Norwich	06360
Name of Superintendent:		
Abby I. Dolliver		
Signature of Superintendent:		Date:
		5/6/15
Name of Board Chair:		
Yvette Jacaruso		
Signature of Board Chair:		Date:
		5/6/15

Directions: Please identify in the chart below the eligible schools in your district for which you are submitting a SIG application, and identify the model selected for each school. **LEAs pursuing the closure model need only complete this cover page the School Closure Application found on page 16.**

School Name:	Turnaround	Restart	Early Learning	Whole-School Reform	Closure	Transformation
Veterans' Memorial Elementary School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SIG 1003(g) APPLICATION INSTRUCTIONS

A. Submission Instructions

Please review and follow all directions carefully when completing the School Improvement Grant (SIG) 100(g) application. All applications must be submitted by e-mail to SDEAllianceDistrict@ct.gov. **All applications must be received by 4:00 PM on Friday, April 24, 2015.** Please note that all applications become the property of the Connecticut State Department of Education (CSDE) and are subject to disclosure pursuant to the Freedom of Information Act. Completed applications must consist of the following:

Component:	Required of:
<input type="checkbox"/> Application Cover Page	All applicants
<input type="checkbox"/> Application Part I: LEA Strategy (10-page limit)	All applicants
<input type="checkbox"/> Application Part II: School Plan (20-page limit)	All applicants
<input type="checkbox"/> School Closure Application (5-page limit)	"Closure" model applicants
<input type="checkbox"/> Excel Budget Workbook	All applicants
<input type="checkbox"/> Flexible Work Rules	All applicants
<input type="checkbox"/> Appendix A: Metrics and Performance Targets	All applicants
<input type="checkbox"/> Appendix C: Implementation Timeline	All applicants
<input type="checkbox"/> Appendix D: Statement of Assurances	All applicants
<input type="checkbox"/> Appendix E: External Evaluation of Partners Form	"Restart" or "Whole-School Reform" model applicants

B. Timeline Summary

1. Districts submit an expression of intent to the CSDE.	February 1, 2015
2. CSDE hosts a SIG 1003(g) informational webinar.	March 17, 2015
3. LEAs submit SIG applications.	April 24, 2015
4. CSDE conducts finalist site visits and may require additional documentation.	May 2015
5. CSDE awards SIG funds.	Anticipated May 2015
6. SIG schools begin planning or full implementation with support from CSDE.	Summer 2015

C. Questions

All questions regarding SIG should be directed to:

Michelle Rosado, Education Consultant, CSDE
Telephone: 860-713-6748 | E-mail: michelle.rosado@ct.gov



Connecticut State Department of Education SIG 1003(g) | Application Cover Page

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860-823-6284	860-892-4353	koleary@norwichpublicschools.org
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90 Town Street		Norwich
		Zip Code:
		06360
Name of Superintendent:		
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Signature of Superintendent:		Date:
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Yvette Jacaruso		
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Directions: Please identify in the chart below the eligible schools in your district for which you are submitting a SIG application, and identify the model selected for each school. ***LEAs pursuing the closure model need only complete this cover page the School Closure Application found on page 16.***

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<i>Veterans' Memorial Elementary School</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



SIG Application Scoring Rubric

Overview:				Rating Key:
SIG applications will be evaluated using the criteria shown at right. Each section of the application, inclusive of Part I: LEA Strategy and Part II: School Plan, will be rated as 1 – Below Standard, 2 – Developing, 3 – Proficient, or 4 – Exemplary. Sections of the SIG application are weighted differently. Each section will be scored from 1 to 4 and multiplied by the factor indicated below. Plans can receive up to 120 possible points. SIG is a competitive grant; awards and award amounts will be based on the quality and transformative potential of the application.				1 – Below Standard: The response lacks meaningful detail, demonstrates a lack of preparation, or otherwise raises substantial concerns about the applicant’s understanding of the issues in concept and/or ability to meet the requirement in practice. Proposed strategies are not transformative in nature. 2 – Developing: The response lacks critical details in certain areas. The response requires additional information in order to be considered reasonably comprehensive and transformative, and to demonstrate a clear vision for the school. 3 – Proficient: The response indicates solid preparation and a grasp of the key issues, as demonstrated by a comprehensive and sufficiently transformative response. It provides a clear, realistic picture of how the school will operate. The response demonstrates the ability of the applicant to execute the vision described in the response. 4 – Exemplary: The response reflects a thorough understanding of key issues. The response indicates thorough preparation, and a clear and compelling picture of how the school will operate. The response demonstrates the readiness of the applicant to successfully execute the vision described in the response.
Sections and Points Available:				
Part I: LEA Strategy		Weighting	Points Available	
1.	LEA Capacity and Organizational Structure	x3	12	
2.	Conditions for Success	x3	12	
3.	Accountability and Monitoring	x2	8	
4.	Budget and Budget Narrative	X2	8	
5.	Reform Sustainability	x1	4	
LEA Strategy Subtotal:			44	
Part II: School Plan		Weighting	Points Available	
1.	Needs Analysis (including Appendix G: Audit Tool)	x2	8	
2.	Reform Model and Rationale	x3	12	
3.	Overarching SMART Goals	x1	4	
4.	Talent	x3	12	
5.	Academics	x3	12	
6.	Culture and Climate	x3	12	
7.	Operations	x2	8	
8.	Stakeholder Engagement	X1	4	
9.	Implementation Timeline	x1	4	
School Plan Subtotal:			76	
Total Points Available:			120	

Part I: LEA Strategy

Directions: Part I of the SIG application requires the district to describe its strategy and structure to support school turnaround efforts at the district level. Specifically, LEAs must describe central office capacity to support low-performing schools, conditions that will enable bold reform, ongoing monitoring and accountability structures, and a sustainable and thoughtful financial resourcing strategy. Please respond to the questions outlined below. Part I responses should not exceed 10 pages.

Section 1: LEA Capacity and Organizational Structure. The LEA must demonstrate that it has the capacity and an intentional organizational structure to support turnaround efforts in its lowest-performing schools.

- Describe the district's strategy, theory of change, or approach as pertaining to school turnaround. Ensure alignment to the district's Alliance District plan.
- Provide a clear overview of the LEA's capacity and staffing structure to support its lowest-performing schools. Specially, describe the supports and technical assistance provided by the LEA to its low-performing schools.
- Describe the district's readiness and capacity to support school turnaround, identifying organizational strengths and weaknesses.
- Identify external partners supporting turnaround efforts, if applicable.

Theory of Change

School climate represents the ways students describe their school environment including perceptions of safety, instructional environment, and relationships within the school (White, La Salle, Ashby, Meyers, 2014).

School climate is positively associated with academic achievement and social adjustment and negatively correlated with risky behaviors and peer victimization. For teachers, a positive school climate is positively associated with overall job performance and increased student achievement (Johnson & Stephens, 2006).

Veterans' Memorial School is located in a neighborhood geographically separated from community resources and neighborhoods by waterways and major roads. This physical separation requires a dedicated commitment by school and district staff to provide a positive school climate, connected to the community and its families, with a focus on developing a student body that is safe, supportive, and committed to academic success.

Improving Veterans' Memorial School's climate will be realized through the School Improvement Grant with a three pronged approach: 1. Dedicating time and resources to professional learning and leadership opportunities for staff, 2. Educating the whole child by providing opportunities for personalized learning, 3. Improving student behavior through the implementation of a multi-tiered behavioral framework.

Veterans' mission states:

Our mission at Veterans' Memorial School is to teach the 'whole' child and to meet the individual needs – academic, social, and emotional – of each student. In order to achieve this we must provide a safe and challenging learning environment where students are actively engaged in personalized learning that supports

them academically and prepares them for their future. We must also ensure student access to social, emotional, and health support, which may not be readily available, or accessible outside of the school. The community at Veterans' Memorial School continues to strive to provide the opportunities that our students may not be afforded otherwise.

Investing in climate related initiatives is an essential initiative to achieve success and is tied directly to the district's Alliance application. The 2013-14 Alliance application was the framework upon which the district improvement plan was written. In doing this, Norwich Public Schools has aligned its district improvement plan with the four domains of the Connecticut State Department of Education's Essential School System Model. To meet the goals of the district, each school established a school improvement plan that was created in alignment with the district improvement plan, but met the specific needs of the school as identified through the individualized school audit process. Through this process, Veterans' Memorial School has identified gaps in its ability to adequately support a strong culture and climate with available state and local resources. An investment in climate is an essential step to achieve positive and lasting change and turn around this chronically underperforming school. Veterans' Memorial School will build on the district improvement plan and Alliance plan with increased learning time dedicated to tier I social-emotional curriculum delivery and personalized learning to engage all learners. Additional supports will address academic culture through 21st century skills development and K-2 literacy and math instructional coaching.

Capacity and Staffing to Support Veterans'

Norwich Public Schools is made up of two early learning centers, seven elementary schools, two middle schools and one alternative education school. Of its schools, two schools are identified as network turnaround schools, two as review, and two as focus schools. Norwich is committed to supporting drastic school reform from a district level. District supports include the district's Director of Curriculum and Instruction who is well versed in the Essential School System model and has committed to a district-wide alignment of strategies with this framework. The Director of Curriculum and Instruction supervises the work of ELA and Math instructional specialists who are certified teachers supporting schools by facilitating data teams, professional learning communities, co-teaching and teaching model lessons. Weekly meetings of instructional specialists ensure district-wide sharing of successful practices, continued alignment and reinforcement of Alliance and DIP strategies, and the district's ability to support individual school needs.

Additionally, in 2013, the district established the position of Director of Strategic Initiatives who is responsible for supporting the work of the curriculum office, overseeing the extended learning department, and writing and reporting on grants. This position was established to support all schools and ensure initiatives are aligned

and funding requests are complimentary to established goals and strategies.

The District Data Team meets monthly and is attended by all district level administrators, school principals, the District ELA Coordinator/ Administrative Literacy Specialist, the District Math Coordinator and the Director of Strategic Initiatives, among others. It is the charge of the district data team to review district level academic and climate data, set goals and inform the direction of school level data teams. The team ensures monitoring of school progress and accountability of school leadership.

Readiness to Support Turnaround Efforts

Norwich Public School District is prepared to support the implementation of the School Improvement Grant for Veterans' Memorial School. The successful implementation and oversight of the initial three years of alliance funding, three years of Commissioner's Network funding for Stanton Network School, and one year of Commissioner's Network funding for Uncas Network School, reveals a history of success in implementation of grant programs for drastic school reform. NWEA MAP data for the 2014-15 school year demonstrates all schools and all grade levels are making better than anticipated progress in both reading and math and that strategies are effectively closing the achievement gap between Norwich Public School students and their peers across the nation. Within the past two years, district positions including the Director of Strategic Initiatives and Administrative Literacy Specialists have been established to ensure implementation of reform strategies.

Continued efforts to ensure equity of resources across the district is an ongoing focus of district personnel. A School Improvement Grant will allow for investment in sustainable resources and reform at Veterans' Memorial School.

External Partnerships

The Madonna Place is a community partner in close proximity to Veterans' Memorial School. Madonna Place will partner with Norwich Public Schools in this application to support involvement of fathers and father figures in the educational success of their children. School-wide events, as well as workshops and individualized support will reinforce the importance of family involvement in school and will help to build the partnership between families, schools and the community in their efforts to support the whole child.

Section 2: Conditions for Success. The LEA must secure optimal conditions and create policies and practices that enable school reform and provide site-based flexibility.

- Describe how schools will receive additional autonomy in exchange for increased accountability. Describe additional flexibilities in the areas of staffing, scheduling/calendaring, budgeting, and programming.
- Explain how the district will modify its practices and policies, if necessary, to allow for full implementation of the interventions outlined in the school and/or district plans.
- Submit relevant labor-management documentation, such as memoranda of understanding and/or election to work agreements. Please note that such documentation is required.

Autonomy

Through the school audit process Veterans’ Memorial School has identified a need for additional support in the area of: professional learning opportunities for staff, personalized learning opportunities for students, and implementation of a multi-tiered behavioral framework. If funded, based on the needs identified in the audit, Veterans’ Memorial School will establish new positions that do not exist elsewhere in the district, to support this need including a K-2 literacy coach, math instructional specialist, technology integration teacher, and a behavior interventionist.

Veterans’ Memorial School will have flexibility to increase instructional time by 91 hours for the duration of the grant period by adding an additional 15 minutes to the beginning and end of each school day. The additional instructional time will support the implementation of a tier I, researched based, social-emotional skills curriculum for students as well as student-selected, teacher-facilitated enrichment clusters linked to learning.

Practices and Policies

This School Improvement Grant application is written in alignment with the districts Alliance application and district improvement plan. The district fully supports the goals and strategies outlined in this application, and recognizes the school’s need for autonomy as it embarks on its mission toward drastic school reform. The district is sensitive to the idea that Veterans’ Memorial School staff has the capacity to identify barriers to academic progress and modify practices according to school specific initiatives that will have a positive impact on student achievement. Norwich Public School has established a history of effective practice in providing autonomy to chronically underperforming schools receiving funding as Commissioner’s Network Schools. A Memorandum of Understanding between the Norwich Teachers’ League and the Norwich Board of Education exists for both Stanton Network School and Uncas Network Schools who have each added instructional hours

to the school year. A copy of each agreement is located in the Appendices. If approved for funding, Veterans' Memorial School will be included in the updated MOU for the 2015-16 school year and all additional years of funding.

Section 3: Accountability and Monitoring Strategy. The LEA must develop and implement tools and processes to create shared accountability for results at the school and district levels.

- Describe the district's systems, tools, and processes to monitor the fidelity of plan implementation, and leading and lagging performance indicators.
- Explain how the district and school will use data to drive ongoing decision-making and create a culture of shared accountability for results.
- Identify annual performance goals (subject to CSDE approval) for the school(s) by completing Appendix A.

Systems, Tool and Processes

Norwich Public Schools' district improvement plan was completed in the fall of 2014. Goals were established in the areas of Talent, Academics, Culture/Climate, and Operations. Monthly, the district data team reviews progress toward these goals. The district has contracted with Edvisualize to assist the district in interpretation of NWEA MAP assessments administered in the Fall, Winter and Spring of each school year by providing dashboard summaries assist the district in analyzing and presenting data to a variety of stakeholders. Additionally, the district will receive support from the University of Connecticut to analyze discipline data based on subgroups to measure the effectiveness of implementation of a tiered behavioral intervention model. Attendance information including chronic absenteeism is tracked through PowerSchool; this data is analyzed in district and presented at district data teams and to individual school attendance teams. At a school level, Veterans' Memorial staff will review data at weekly data team meetings. Behavioral data including discipline and attendance will be analyzed in concert with academic data to ensure the team is analyzing leading and lagging indicators that are representative of the whole child.

Data Driven Decision-Making

Norwich Public Schools has established a system of monthly district data teams and weekly school-based data teams. Additionally instructional specialists meet weekly with the Director of Curriculum and Instruction and are provided with professional development based on the needs of the district. At every level, teams are responsible for reviewing district, school and classroom based data to identify leading and lagging indicators. Data is shared across all of these teams and goals are established to be complimentary to one another. It is

the responsibility of all district employees to use data to inform decisions, whether related to professional learning, academic interventions, behavioral supports, or operational and budgetary decisions. With the School Improvement Grant, the district will have an additional level of support to make decisions based on careful data analysis to support the needs of all learners.

Annual Performance Goals

Annual Performance Goals are outlined in Appendix A. These goals are aligned with district improvement goals and the district's 2015-16 Alliance plan. By 2018-19 the school's goal is to have no more than 8% chronic absenteeism, and 97% or greater average daily attendance for both student and staff. A focus on tiered behavior interventions will yield a 10% decrease in office discipline referrals and in school and out of school suspensions. During the 2013-14 school year, 24% of teachers were rated as exemplary. After participating in district-wide recalibration training for all administrators, Veterans' Memorial School administration anticipates seeing a decrease in teachers receiving an exemplary. The goal is to reach 25% exemplary ratings by 2018-19.

Section 4: Budget and Budget Narrative. The LEA must commit to thoughtful and strategic resourcing, including investments in high-yield activities and efforts to promote sustainability beyond the SIG grant.

- Describe the major expenditures associated with the SIG application. Justify each cost with the likely return on investment and impact on student achievement.
- Provide evidence that the district is thinking proactively about how to sustain reform activities, including by braiding together multiple funding streams.
- Ensure that the low-performing school will continue to receive all State and local funds it would receive in the absence of SIG, and that those resources are aligned to the SIG reform plan.
- Complete the Excel budget workbook, submitting a three- to five-year SIG budget proposal. Funding requests must be at least \$50,000 per year and should be proportional to the proposed activities. Funding must be used to supplement and not supplant local or other non-federal expenditures.

Major Expenditures

The major expenditures of this grant are based on an analysis of student data, as well as teacher evaluation feedback. Growth areas include: achievement in ELA, math and student behavior. A K-2 literacy coach will be hired to share the responsibilities for ELA instructional coaching with the full time instructional specialist. The K-2 Coach will support K-2 teachers through a team teaching and coaching model. The coach will sit on all K-2 data teams and will provide guidance and support to ensure interventionists are providing appropriate and

effective tier 2 instruction for students. A 0.4FTE math instructional specialist currently provides support to all teachers, K-5 two days per week. With SIG funding, Veterans' Memorial School will increase this to a full time position which will move this position from one of purely data analysis and data team facilitation to one of co-teaching, modeling, and professional support for both teachers and interventionists. A behavior interventionist with experience working with children with behavioral challenges will be hired to support the efforts of the new Second Step (tier I) intervention, and will also provide tier 2 supports including check in/check out, and other small group supports including front loading Second Step lessons for small groups of identified students. A technology integration teacher will provide job embedded professional development to teachers to support new investment in technology such as classroom Smart Boards purchased in 2014, and Chrome books which will be purchased with SIG funding in year 1. An additional half hour will be added to all school days. The additional half hour will allow for the implementation of teacher-led enrichment activities linked to academic content areas and social-emotional curriculum implementation with Second Step.

Sustain Reform Activities

Sustainability will be achieved through investment in staff development and resources. Building the capacity of classroom teachers in the area of K-2 literacy instruction, technology integration, math instruction and social-emotional development through coaching and training will create sustainable change in the ability of Veterans' Memorial School staff to positively affect change in the academic and social-emotional development of their students. The K-2 coach, math instructional specialist, tech integration will all build capacity of teachers. Responsibilities include analyzing the schedule of lesson delivery as well as ways to support and enhance the district curriculum through the incorporation of positive youth development and character education themes into the curriculum and the extended half hour. These staff will analyze the schedule of lesson delivery, data team meetings, and professional learning communities and create a consistent schedule and system for data review.

Although the position of the behavior interventionist may not be sustainable, this position is essential throughout the duration of the School Improvement Grant implementation. The behavior interventionist will support the implementation of a new social-emotional curriculum implementation and will support a cultural shift in Veterans' Memorial School as newly refined positive behavioral interventions and support protocol is implemented. The PBIS framework will be reinvigorated at Veterans' Memorial School with training and technical support from the University of Connecticut, who will additionally provide strategic data analysis of office referral and suspension data by subgroup for a three-year period at no cost to the district. The behavior interventionist be the in school point of contact for the University.

Related to supply purchases, the district has been thoughtful in the selection of Chrome book carts, as the replacement cost for individual devices is quite low after the high upfront cost of the carts.

Continued Support with Local/ State Funds

Every dollar counts toward academic success of students, especially in trying budgetary times. Norwich Public Schools has faced an uphill battle, as year after year slow budget increase cannot support the increased cost of staffing and resources in the district. The district has seen the loss of essential supports in the district. Veterans' Memorial School needs every dollar to support efforts to achieve the goals lined out in this SIG proposal. Positions and resources will be in addition to what has already been secured for the school through local and state funding. Veterans' Memorial will be staffed with a full time English Language Arts instructional specialist, a 0.4 FTE math instructional specialist, and ESL Para educator, and six interventionists through Alliance funding. All Veterans' staff will be offered equitable professional learning opportunities funded through Alliance.

Part II: School Plan

Directions: Part II of the SIG application provides a template for the school reform plan. Complete Part II for each district school for which the LEA is submitting a SIG application. Provide a comprehensive, bold, and transformative plan to dramatically improve student achievement. Identify school needs and opportunities, and use this analysis to inform the selection of a reform model. Articulate strategies to advance school performance in the areas of talent, academics, culture and climate, and operations, while meeting all of the requirements under the selected reform model. Part II responses should not exceed 20 pages.

Section 1: Needs Analysis. The school must provide a thorough needs analysis informed by the school audit.

- Summarize the school's greatest strengths as identified through the audit process.
- Summarize and provide a root cause analysis for the school's most significant growth areas as identified in the audit. Provide specific data points to support the analysis.
- Reference Appendix F: School Turnaround Rubric when evaluating school systems and performance.

Talent Strength:

SRBI assessments reveal teacher perception data, which rates the professional climate of the school high (2.8/3.0). Teachers take advantage of professional learning opportunities provided by instructional specialists, as these voluntary professional development opportunities, such as unit rollouts are well attended by staff. During the 2014-15 school year, the school leadership team focused on rewriting the school's mission statement and ensuring all new initiatives were tied to the mission of the school. With the support of an ELA instructional specialists, During the 2014-15 school year, the district developed a Teacher Leadership program, which provided additional opportunities for professional learning offered structured opportunities for teachers to run professional learning communities and be identified as leaders in their school and across the district. Two teachers from Veterans' Memorial School applied for, and were accepted into the teacher leader program for the 2014-15 school year and have provided positive feedback about their experiences. Veterans' Memorial School creates an environment where staff members have a common understanding of effective instruction and a commitment to improving instructional practice.

Academic Strengths:

During the 2014-15 school year, teacher evaluations revealed successful implementation of the district's CCSS-aligned curriculum. Evaluations also reveal a highly engaged student population engaging in lessons that cater to a variety of learning styles.

Culture and Climate Strengths:

Classrooms and common spaces are bright and clean. The school provides a welcoming learning environment.

Operations Strengths:

Veterans' Memorial School has developed schedules that provide two common planning periods each week where the staff discusses instructional strategies and student work. Routines are apparent and institutionalized and adults reinforce norms. The district has emerging budgeting practices, and funds are becoming more consistently aligned with school and district goals to support student needs.

Talent Growth Areas:

Although there is a low rate of turnover at Veterans' Memorial School, there are currently few established practices to ensure retention of high quality staff. During leadership meetings, PLCs and mid-year teacher evaluation conferences, several teachers have expressed the desire to have more leadership and growth opportunities within the school. In order to attract new teachers to the district, Norwich needs to invest in opportunities for professional learning and structures of support. In order to retain high quality veteran teachers, the district needs to ensure there are opportunities to challenge these teachers to grow and assume leadership roles within their schools.

Academic Growth Areas:

Although a focus on data driven instruction is highly evident in weekly, grade-level data teams, teachers struggle to show the ability to check for understanding "on the fly" and adjust instruction accordingly. The district has provided support for teachers to assess student learning throughout the 2014-15 school year with job-embedded professional learning sessions by Dr. Douglas Kaufman and Barbara Andrews in the areas of student discourse, accountable talk and conferring with students. This professional learning has aided teachers in their growth in this area, as evident by classroom observations, however in the second year of a newly revised, standards based curriculum in ELA and Mathematics is in its second year, some teachers need additional support with consistent pacing to ensure lessons are challenging all students at their level of understanding.

Student performance data shows a need for concentration on supporting tier I instruction, as most subgroups in all grade levels in reading and math are underperforming. Veterans' Memorial School has a goal of 80% of students performing at a Level 3 or above. The following chart contains Running Record data from 2014-15.

Grade	K	1	2	3	4	5
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% at Level 3+	90%	36%	56%	29%	64%	25%
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In the Winter 2014 NWEA MAP assessment, data reveals a drastic disparity in the performance of Black students compared to their White and Hispanic peers. In grades 2-5, Black students showed a decrease in percentage of students scoring at proficient or above from 2013 Winter to 2014 Winter scores. (The district has established the definition of proficiency with respect to NWEA MAP as scoring in the average, high average and high bands.) In ELA, grades 2, 4, and 5 all showed a decrease in students scoring at proficient or above, where grade 3 showed a sharp increase. Overall, 51% of students are achieving proficiency in reading and 45% are achieving proficiency in math as of the most recent, Winter 2014 assessment. The table below reveals that in all grades, the percentage achieving proficiency in reading is lower than the school-wide percentages.

READING PROFICIENCY	Black 2013-14/ 2014-15	Hispanic 2013-14/ 2014-15	White 2013-14/ 2014-15
2nd Grade	57% / 10%	39% / 42%	41% / 56%
3rd Grade	40% / 36%	32% / 36%	78% / 57%
4th Grade	40% / 17%	27% / 50%	28% / 70%
5th Grade	19% / 16%	30% / 34%	55% / 36%

MATH PROFICIENCY	Black 2013-14/ 2014-15	Hispanic 2013-14/ 2014-15	White 2013-14/ 2014-15
2nd Grade	42% / 20%	39% / 48%	41% / 50%
3rd Grade	47% / 66%	62% / 59%	64% / 63%
4th Grade	60% / 48%	36% / 59%	56% / 57%
5th Grade	38% / 33%	53% / 33%	88% / 58%

Culture and Climate Growth Areas:

As of the writing of this grant application, 11.80% of Veterans' Memorial students were chronically absent. The chronic absenteeism rates spiked to their highest levels of the year in the first week of April at 14.89%. Average daily attendance is 95%. There are currently some strategies in place to improve attendance, however a focus of the 2015-16 school year will be on increased strategies.

Veterans' Memorial School has a generally low level of suspensions (4 OSS and 16 ISS) however there seems to be a lack of proactive measures in place and discipline is primarily based on punitive measures. To date, there

have been 554 office discipline referrals, or 3.5 per day. Although this is a decrease from the average 4.5 referrals in 2013-14 the high rate of referrals impacts students' instructional time as well as time for the building principal to dedicate time to supporting teacher delivery of effective instruction. Opportunities to reinforce positive behaviors are lacking. During the 2014-15 school year, the data team process yielded 75 student referrals of 311 total students for tier 2 behavioral supports, which could include lunch bunch or behavioral plans. This number of students accounts for 24% of the student body, much higher than the 15% (47 student) target in a traditional 3-tiered behavioral framework. This data makes the case for investing in a tier 1 intervention, such as Second Step, to be implemented in all classrooms, with training support through the University of Connecticut. An investment in a tier 1 support will ensure fewer students are referred for tier 2 support, making those interventions more targeted and successful. The Student Risk Screening Scale (SRSS) results from 2013-14 highlight behavior problems, low academic achievement, and negative attitude as the primary concerns for student behavior. These topics will be targeted during daily morning meetings and Second Step lessons.

Veterans' Memorial School has recognizes a need to explore new ways the school can acknowledge and support families' engagement in their child's education. Overall, in the 2013-14 school year, parents selected favorable ratings in a parent engagement survey 98% of the time. This rating is to be commended, however in an effort to dig deeper, the district analyzed surveys based on feedback from subgroups of students. Out of 25 questions, parents of black students rated 14 questions significantly lower than the general population. Some of the lowest ratings were: "I know how my child is doing before I get his/her report card." "I feel well-informed about what is going on in the school." "My child gets the resources he/she needs to be successful." "The principal is willing to listen." "I am a partner with the school in decisions about my child's education." "I feel empowered to make a difference at my child's school." There is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic and educational backgrounds and for students at all ages. Veterans' Memorial staff MUST identify ways to engage all families to ensure students in all subgroups have equal opportunities to learn and grow, and academic achievement data reflects equal progress for all students.

Operations Growth Areas:

Veterans' Memorial Schools has identified use of instructional time as a concern. With the demands of a newly revised CCSS aligned curriculum in both ELA and Math in the past two years, additional instructional time is needed to ensure full implementation of this material while allowing sufficient time for students to explore

enrichment opportunities linked to learning that reinforce and expand on themes and goals taught in their traditional classes. Walkthrough data reveals 26% of transitions took longer than 2 minutes. An informal survey of teachers across the school answered the question, “How many instructional minutes do you REALLY deliver once transitions have been completed?” The chart below reveals the disparity in expectations and average of teacher perception of actual time on task:

	Required	Teacher perception average
Reading	90 minutes	84 minutes
Writing	45 minutes	36 minutes
Math	75 minutes	56 minutes
Science	45 minutes 3X week	18 minutes 3X week
Social Studies	45 minutes 3X week	17 minutes 3X week

The school administrator and instructional specialists will redesign the daily schedule to allow for more thoughtful transitions between content areas throughout the day.

Section 2: Reform Model and Rationale. The school must pursue a reform model – turnaround, restart, early learning, whole-school reform, closure, or transformation – that best aligns to the needs of the school community. Schools must participate in SIG for up to five years, including three required implementation years, a pre-implementation year (optional), and up to two sustainment years (optional). Select a model:

<input type="checkbox"/> Turnaround	<input type="checkbox"/> Restart	<input type="checkbox"/> Closure
<input type="checkbox"/> Early Learning	<input type="checkbox"/> Whole-School Reform	X <input type="checkbox"/> Transformation

Provide a strong rationale, referencing school needs. Explain why other models are not feasible/likely generating the desired impact.

Veterans’ Memorial School has selected the transformation model as the most appropriate model to ensure drastic transformation and increased student achievement. The transformation model will allow Veterans’ Memorial School to concentrate on its three-pronged approach to school reform including: 1. Dedicating time and resources to professional learning and leadership opportunities for staff, 2. Educating the whole child by providing opportunities for personalized learning, 3. Improving student behavior through the implementation of a multi-tiered behavioral framework.

Other school reform models have been considered, however are either not feasible or likely to generate the

desired impact. For example:

- Turnaround: Veterans' Memorial School has a highly qualified staff of certified teachers as evidence by 100% of teachers scoring proficient or above in their 2013-14 evaluations. Replacing 50% of a highly qualified and effective teaching staff is not likely to generate the desired impact.
- Restart: Norwich Public Schools has a history of effective planning and implementation of school turnaround initiatives including Alliance and Network School plans. Restarting Veterans' School under a charter school operation will limit the ability of NPS to fully and properly support this turnaround effort and will not yield desired results.
- Closure: School closure is not a feasible option, as other schools in the district do not have the physical space to absorb additional students.
- Early Learning: Veterans' Memorial School already offers full day kindergarten. A preschool program is located in a separate building and the physical space of the building does not allow for the addition of a Veterans' Memorial pre-kindergarten program.
- Whole-School Reform: Although many of the tenants of the whole school reform model will be addressed in the transformation model implemented at Veterans' Memorial School, the school plans to execute this plan with support of current district positions and infrastructure that has shown a track record of success in school and district reform models, rather than support from an external consultant.

Select between 3-5 years for planning, implementation, and/or sustainability.	Indicate the school year during with each phase will occur (e.g., 2015-16). Insert "N/A" for phases not selected by the school.
<input type="checkbox"/> Pre-implementation (optional)	n/a
<input checked="" type="checkbox"/> Year 1 Implementation (required)	2015-16
<input checked="" type="checkbox"/> Year 2 Implementation (required)	2016-17
<input checked="" type="checkbox"/> Year 3 Implementation (required)	2017-18
<input type="checkbox"/> Sustainability Year 1 (optional)	n/a
<input type="checkbox"/> Sustainability Year 2 (optional)	n/a

Section 3: Overarching SMART Goals. Successful and sustainable turnaround requires a focused approach on the school's most pressing needs and challenges. Please reflect upon school data and the audit to identify a manageable set of priorities to guide the school's turnaround efforts. Develop three SMART goals for the turnaround process that are **Specific, Measurable, Attainable, Results-oriented** and **Time-bound**. Ensure alignment to Appendix A performance targets.

Goal #1:

- The percentage of students reading at a Level 3 or higher on a formal running record will increase by 15% from Winter 2014 to Spring 2015 as

- ☐ Specific
- ☐ Measurable
- ☐ Attainable
- ☐ Results-oriented

<p>measured by Teacher's College (K-3) administered fall 2015 to spring 2016.</p> <ul style="list-style-type: none"> The percentage of students scoring proficient* or above in reading as measured by NWEA MAP Spring assessment will increase by six percentage points per year of funding.** MAP scores will increase from 51% to 57% in reading for the 2015-16 school year. The percentage of black students scoring proficient* or above in reading as measured by NWEA MAP Spring assessment will increase by eight percentage points per year of funding.** MAP scores will increase from 43% to 51% for the 2015-16 school year. <p>(*Proficient is defined as students scoring within the average, above average and high bands of the assessment. **This goal is based on the CSDE expectation for a goal of 75% at proficient or above in 2018-19.)</p>	<input type="checkbox"/> Time-bound
<p>Goal #2:</p> <ul style="list-style-type: none"> The percentage of students scoring proficient* or above in math as measured by NWEA MAP Spring assessment will increase by 7.5 percentage points per year of funding.** MAP scores will increase from 45% to 52.5% in math for the 2015-16 school year. The percentage of black students scoring proficient* or above in math as measured by NWEA MAP Spring assessment will increase by 13.75 percentage points per year of funding.** MAP scores will increase from 20% to 33.5% for the 2015-16 school year. <p>(*Proficient is defined as students scoring within the average, above average and high bands of the assessment. **This goal is based on the CSDE expectation for a goal of 75% at proficient or above in 2018-19.)</p>	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Results-oriented <input type="checkbox"/> Time-bound
<p>Goal #3:</p> <ul style="list-style-type: none"> The number of student office referrals will decrease by 10% from 637 to 573 as measured by the number of office discipline referrals (ODRs) from 2014-2015 to 2015-2016. This decrease will be equitable across all subgroups. 	<input type="checkbox"/> Specific <input type="checkbox"/> Measurable <input type="checkbox"/> Attainable <input type="checkbox"/> Results-oriented <input type="checkbox"/> Time-bound
<p>Section 4: Talent. The school must employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.</p> <ul style="list-style-type: none"> Explain how the district and school will cultivate a professional learning environment to attract, support, develop, and retain high-quality teachers. Explain how administrators will have the ability to staff the school based exclusively on student and 	

programmatic needs.

- Describe how teachers will be evaluated on an annual basis to inform professional development offerings and staffing decisions.
- Describe the process to secure an exceptional school principal with a track record of success, preferably in school turnaround and/or an urban school environment.
- Explain how administrators will be evaluated on an annual basis to inform leadership staffing decisions. Describe ongoing supports and coaching opportunities for school leadership.

Professional Learning Environment

With support of the School Improvement Grant, Veterans' Memorial School will cultivate a professional learning environment to attract, support, develop, and retain high quality teachers. Certified teaching positions will be established through grant funding to provide ongoing job-embedded professional learning opportunities for teachers. A K-2 literacy coach and technology integration teacher will support larger class sizes by dedicating a minimum of 50% of his/her time to co-teaching in classrooms to allow for differentiated, small group instruction to support and challenge learners at all levels. The district will invest in full time positions for both ELA and Math instructional specialists who will lead data teams and PLCs while additionally providing job-embedded professional development. Instructional specialists will support teachers and interventionists as they analyze student data and plan for whole group and small group lessons. Often, interventionists are certified teachers who assume part time positions as they are establishing themselves as professionals in their chosen career field. Supporting these interventionists will assist Veterans' Memorial School in developing potential future applicants for classroom positions, while additionally ensuring high quality delivery of interventions. During the 2014-15 school year, two teachers from Veterans' Memorial participated in the district-wide Teacher Leadership Program. Teachers will be encouraged to apply for this district leadership opportunity and supported in the implementation of PLCs developed during their participation. The Veterans' Memorial School principal will provide dedicated space and time for teacher leaders to support their peers.

Veterans' Memorial School will also receive intensive support from the University of Connecticut in the areas of PBIS implementation, Coordinated School Health systems of support, and a grade 2 literacy assessment study including professional development for teachers. All training, technical assistance, and data analysis is being provided at no cost to the district and has been established through ongoing partnerships and university funded research projects. Norwich Public Schools will capitalize on its relationship with the University of Connecticut and use these resources to support talent development at Veterans' Memorial School.

Staffing and Organizational Structure

Veterans' Memorial School administration will be given the autonomy to staff the school exclusively on student and programmatic needs. It is the experience of Norwich Public Schools that when there is an increase in instructional hours in the school day, there is often some shifting in school personnel. If Veterans' Memorial School experiences the same shifting as teachers opt out of the extended school day, other teachers within the district will express a desire to join the school team as it embarks on this journey of drastic school reform. The school principal will be completely involved in the process of interviewing potential candidates and will have the final word with regard to accepting new teachers into the building (both internal and external candidates). In extending the school day, Veterans' Memorial School has included a daily block for personalized learning. Personalized learning includes opportunities for scientifically research-based instructional programs for targeted student populations, but also opportunities for enrichment. Inquiry-based, hands-on, student-led, community-connected enrichment opportunities will be available to ALL students, not just students who are high achieving. Teacher leaders, who have shown success through increased student achievement, will be identified to coordinate enrichment clusters, aligned to ELA and Math units, in each of five domains: Sports, Health and Well Being, Character Development, Leadership and Community, Media and Performing Arts, and STEM. Teacher leaders will be responsible for designing project based learning activities and running PLCs for teachers and other staff in the school assigned to the same personalized learning cluster. Teacher leaders must apply and be interviewed by the school principal for these leadership positions. If selected, teachers will receive a stipend to coordinate this additional leadership role and ensure effective, aligned roll out of enrichment clusters across all grade levels. In addition to opportunities for leadership, Veterans' Memorial School will establish new certified teaching positions within the school such as a K-2 literacy coach, a technology integration teacher, and a full time math instructional specialist. All highly qualified applicants will be considered for these positions, and the final decision on hiring will be made by the school principal. The district will ensure the school is not required to accept teachers without mutual consent of teacher and administrator.

Evaluation and Coaching Systems

The Veterans' Memorial School administrator will attend a 5-day summer institute with a LEARN consultant, with expertise in teacher evaluation, who will develop a plan to meet the specific needs of NPS administrators. Topics may focus on observing and providing feedback for CCSS implementation, rigor, and student-centered instruction and will be determined following an assessment of need. In addition to the 5-day summer institute, the LEARN consultant will provide 2 days of individualized coaching to the Veterans' Memorial School principal

to ensure evaluation information is properly analyzed to inform school-based professional learning opportunities and staffing decisions. The Veterans' Memorial School administrator will ensure evaluation is rigorous, transparent, equitable and tied directly to student growth. Evaluations will incorporate multiple observation-based assessments of performance and SLOs developed by both teacher and administrator. As areas of need arise throughout the evaluation process the principal may also seek assistance from the Administrative Literacy Specialist and/or the curriculum office to ensure that district professional development is aligned to meet those needs. The evaluation process will be used as a measure of effective professional development for both teachers and administrators.

Administrator Selection/ Evaluation/ Support and Coaching

The principal of Veterans' Memorial School is completing his second year as the school administrator. Previously, he taught in another urban district in the state. The selection process took several months and candidates going through several rounds of interviews before the final interview to the superintendent and director of curriculum and instruction.

The superintendent or the director of curriculum and instruction evaluates administrators annually. Each principal determines his/her goals for the school year, based upon building needs and district needs. Throughout a series of formal and informal meetings with principals throughout the year, the superintendent or director of curriculum and instruction discuss progress toward meeting the annual goals and provide necessary supports such as coaching where needed.

Section 5: Academics. The school must design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.

- Describe the school's academic program and instructional philosophy, including alignment to the Common Core and transition to next-generation assessments.
- Describe the school's early literacy strategy, including targeted interventions.
- Describe how staff will use data to inform lesson plans, differentiate instruction, and provide remedial support to meet the academic and development needs of all students.
- Describe ongoing professional development opportunities to build staff capacity around the collection, analysis, and use of data to drive and differentiate instruction.

Core Academic Program

The instructional philosophy at Veterans' Memorial School states: Our mission at Veterans' Memorial School is to teach the 'whole' child and to meet the individual needs – academic, social, and emotional – of each student. In order to achieve this we must provide a safe and challenging learning environment where students are actively engaged in personalized learning that supports them academically and prepares them for their future. We must also ensure student access to social, emotional, and health support, which may not be readily available, or accessible outside of the school. The community at Veterans' Memorial School continues to strive to provide the opportunities that our students may not be afforded otherwise.

Veterans' Memorial School staff will ensure a fully integrated and CCSS aligned curriculum is implemented as designed by the district and will enhance this curriculum through new personalized learning clusters where students have an opportunity to expand learning "beyond the book". Personalized learning clusters will also provide opportunity for Veterans' neediest students to benefit from technology-based supports and interventions such as Lexia and DigiPlus. Teacher leaders will be responsible for evaluating progress of personalized learning clusters in collaboration with instructional specialists and the building principal through regular review of student assessment data.

Early Literacy Strategy

The district will invest in Foundations through other funding sources. Thirty minutes of daily explicit instruction focused on phonological awareness, phonics, spelling, and letter formation, aligned to Reading Foundation CCSS will be implemented in K and grade 1. This instruction will be uninterrupted. Students requiring a double dose through intervention or special education will receive this dose in addition to their tier I instruction.

Teacher's College Reading and Writing units for grades K-5 will be integrated into NPS ELA units of study.

A K-2 literacy coach will be hired to support teachers' delivery of literacy instruction. Co-teaching will allow for smaller staff to student ratios, will ensure further integration of special populations, and will allow on-going access to job-embedded professional learning through the coaching model. Teachers will have an opportunity to attend a 2-day SIOP training during the summer of 2015. This training will support implementation of strategies to support students with limited English proficiency in the general education classroom.

Data Driven Lesson Planning

Veterans' Memorial School instructional specialists will ensure interventions and curricular materials are

research based, vertically aligned from one grade to the next and align with state standards. Staff will provide this targeted support using the following tools: Leveled Literacy Intervention (LLI), Lexia Core 5 Reading, Wilson Reading Foundations, and DigiPlus. Weekly data teams, facilitated by instructional specialists and school leaders, will ensure ongoing review of student data and ensure proper interventions and groupings are established to support student learning at all levels.

Professional Development focused on Data Analysis

Veterans' Memorial Schools ELA instructional specialist currently sits on a district-wide assessment reduction committee, facilitated by a consultant from the University of Connecticut. Guidance from the committee will ensure that training will be provided for all teachers to ensure the most effective use of assessment data to inform instruction, and to inform and differentiate instruction to meet the academic needs of students.

Section 6: Culture and Climate. The school must foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.

- Describe the school's behavior management system and strategies to shape a positive school culture.
- Explain how the school will promote strong family and community connections to support academic achievement.

Behavior Management System

Veterans' Memorial School is committed to investing in the whole child by providing opportunities for personalized learning, social-emotional development, and links to wrap around services. Personalized learning clusters will be offered daily to give students choice in their educational path. Personalized learning clusters will be offered in each of five domains: Sports, Health and Well Being, Character Development, Leadership and Community, Media and Performing Arts, and STEM. By giving students access to self-selected, project based learning activities, students will be invested in learning and Veterans' Memorial School will further develop a culture committed to learning and academic achievement.

Daily morning meetings will focus on social-emotional development through implementation of the Second Step curriculum. A behavior interventionist and a University of Connecticut School of Psychology 6th Year Intern will support the efforts of the new Second Step (tier I) intervention, and will also provide tier 2 supports including check in/ check out, and other small group supports including front loading Second Step lessons for small groups of identified students

Additionally, the district will receive support from the University of Connecticut to analyze discipline data based on subgroups to measure the effectiveness of implementation of a tiered behavioral intervention model. Attendance information including chronic absenteeism is tracked through PowerSchool; this data is analyzed in district and presented at district data teams and individual school teams.

Family and Community Connections

There is a positive and convincing relationship between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial/ethnic and educational backgrounds and for students at all ages. The responsibility for engaging parents and family members lies primarily with school leadership. Community agencies can partner with schools to assist with these efforts, and help expand the horizon upon which parent involvement can take place. Parents can get involved in their child's education in many ways which expand the horizon of fundraising, attending events and volunteerism, yet still make meaningful differences to their children's success in school.

Madonna Place has had extensive positive outcomes in increasing parent involvement with their children's education through the Family School Connection Program in both the Norwich Public Schools and the Griswold Public Schools. In addition, the agency is a leader in providing extensive services to fathers, both in groups and individually, with the goal of increasing initiating or increase positive involvement in their children's lives.

Research has shown that fathers, no matter what their income or cultural background, can play a critical role in their children's education. When fathers are involved, their children learn more, perform better in school, and exhibit healthier behavior. Even when fathers do not share a home with their children, their active involvement can have a lasting and positive impact.

Madonna Place will assist Veterans' Memorial School with a fatherhood engagement plan that includes activities and interventions varying in intensity to increase fatherhood involvement with school. Fatherhood staff of Madonna Place will work with welcoming school committee to perform a father friendly assessment and ensure that the school is father friendly – (images, pictures, forms, etc. Fatherhood staff will coordinate two evenings during the school year where fathers/father figures (Dad's/Grandfather's/Uncles, etc.) and students from Veterans' Memorial School can come to the school to participate in a variety of fun interactive activities linked to student learning. In the fall, fatherhood workshops will be open to stepdads, fathers, and mothers to learn about the importance of fatherhood involvement. Additionally, an intensive 12-week series of 1.5-hour sessions will be held at the school in the evening for dads and father figures. The program, 24-7 Dad, is a recognized fatherhood parenting curriculum offered by the National Fatherhood Institute. Case

managers will be responsible for identifying children who are frequently absent, tardy, or who have academic or behavioral issues not being adequately addressed by parent. Visits will focus on an assessment of the father/family, identification and implementation of an individualized plan to improve family functioning and the child's school concerns, building on the father/family strengths.

Section 7: Operations. The school must create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources

- Propose the length of the school day and year for students, and describe how the proposed schedule will maximize instructional time on task.
- Propose the length of the school day and year for staff, including additional time before and during the school year for professional development and/or common planning time.

Length of School Day/ Year: Students

All Norwich Public School students attend school for 182 days. This proposal will not increase the number of school days for Veterans' Memorial School, however it will increase each school day by 30 minutes. The additional 30 minutes will add 91 instructional hours to the school year. This additional half hour will maximize instructional time on task, as a newly revised daily schedule will be implemented to ensure thoughtful transitions between subject matter and non-instructional time. In addition, morning meeting time will be dedicated solely to tier I social-emotional curriculum delivery, where in the current schedule, this is one of many objectives of the first block of the day. An extended school day ensures dedicated time with an opportunity for comprehensive, goal oriented lesson delivery.

Length of School Day/Year: Staff

The teachers' school year is 186 days, which includes 182 school days, 2 days of professional development at the start of the school year, and two additional days of self directed profession learning that can be completed at any point throughout the school year. Monthly, half day professional development is attended by all school staff. Common planning time and data teams are scheduled two times per week for all grade level teams. PLCs are additionally offered to all staff on a weekly basis. Thoughtful planning of professional learning time for staff is an essential investment in the development of high quality, effective teachers.

Section 8: Stakeholder Engagement. Please describe stakeholder engagement throughout the turnaround planning process. Provide evidence that school and district personnel, School Governance Council members, parents, students and community members were engaged in the planning process and/or are aware the contents of this plan.

School and district personnel have been engaged in the process of the development of the plan through discussions at multiple planning meetings, which included the school governance council, school leadership team, school principal, ELA instructional specialist, district administrative literacy specialist, the director of curriculum and Instruction, the director of strategic initiatives, the superintendent, and a University of Connecticut consultant on culturally responsive education practices.

During the 2015-16 school year, Veterans' School will engage the school governance council monthly regarding feedback on implementation of the plan and its impact on student achievement. A summary of the plan will be posted on the school's website. Parents will have ongoing access to student data through PowerSchool to track the impact of the plan on individual student performance.

Community members including University of Connecticut and the Madonna Place among other key stakeholders will be engaged to provide wraparound services. The school will create a consolidated plan to engage partners through a University of Connecticut sponsored coordinated school health action planning committee, the school wellness team and parent engagement meetings.

Section 9: Implementation Timeline. Using Appendix C, summarize key strategies presented in this reform plan in the areas of talent, academics, culture and climate, and operations. Identify when each strategy will occur by year.

Modifications and Annual Renewal

The CSDE must evaluate annually if the district is eligible to have their SIG application renewed. The Commissioner or his/her designee may, on the basis of such review, address with district and school leadership a lack of sufficient progress or other implementation issues at the school. If the school does not enact changes or the changes are unlikely to result in sufficient progress or adequately address implementation concerns, the Commissioner may take appropriate actions to ensure sufficient progress at the school, including, but not limited to, developing a revised SIG Plan and/or selecting an alternate reform model.

Additionally, the schools must demonstrate progress with regard to the following indicators:

- School performance index/Classification;
- Number of minutes within the school year;
- Discipline incidents;
- Truants;
- Dropout rate;
- Student attendance rate;
- Student chronic absenteeism rate;
- Progress on student assessments;
- Number and percentage of students completing advanced coursework (e.g., AP/IB), early-college high schools, or dual enrollment classes (high school only); and
- Teacher attendance rate.

SIG 1003(g) BUDGET PROPOSAL WORKBOOK

School: Veterans' Memorial School

District: Norwich Public Schools

SIG 1003(g) 3-5 Year Budget Proposal							
ED 114 Cost Categories		Planning Year (Optional)	Year 1 Implementation	Year 2 Implementation	Year 3 Implementation	Year 4 (Optional)	Year 5 (Optional)
100	Personnel Services - Salaries	\$ -	\$ 396,126.40	\$ 417,571.00	\$ 434,517.96	\$ -	\$ -
200	Personnel Services - Employee Benefits	\$ -	\$ 32,532.55	\$ 32,532.55	\$ 32,532.55	\$ -	\$ -
300	Purchased Professional and Technical Services	\$ -	\$ 18,000.00	\$ 18,000.00	\$ 18,000.00	\$ -	\$ -
400	Purchased Property Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
500	Other Purchased Services	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ -	\$ -
600	Supplies	\$ -	\$ 27,733.00	\$ -	\$ -	\$ -	\$ -
700	Property	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
800	Other Objects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total SIG 1003(g) Proposal:		\$ -	\$ 484,391.95	\$ 478,103.55	\$ 495,050.51	\$ -	\$ -

Part II: FY 16 Low-Performing Schools Bond Request (Optional)	
Total Bond Request:	\$ 117,500.00

Planning Year Budget Proposal (Optional)

School Year (if applicable):

Cost:	Description:	1003(g) Proposal:	Other Funding Source(s):	Other Sources:
100: Personnel Services - Salaries				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	100: Personnel Services - Salaries Subtotal:	\$ -		\$ -
200: Personnel Services - Benefits				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	200: Personnel Services - Benefits Subtotal:	\$ -		\$ -
300: Purchased Professional and Technical Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	300: Purchased Professional and Technical Services Subtotal:	\$ -		\$ -
400: Purchased Property Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	400: Purchased Property Services Subtotal:	\$ -		\$ -
500: Other Purchased Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	500: Other Purchased Services Subtotal:	\$ -		\$ -
600: Supplies				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	600: Supplies Subtotal:	\$ -		\$ -
700: Property				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	700: Property Subtotal:	\$ -		\$ -
800: Other Objects				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	800: Other Objects Subtotal:	\$ -		\$ -

YR 1 Implementation Budget Proposal

School Year: 2015-16

Cost:	Description:	1003(g) Proposal:	Other Funding Source(s):	Other Sources:
100: Personnel Services - Salaries				
1 FTE Math Instructional Specialist	0.6 FTE paid by SIG. Based on Teachers' Contract	\$ 47,330.40	0.4 FTE paid by Alliance	\$ 31,553.60
1 FTE K-2 Literacy Coach	1.0 FTE paid by SIG Based on Teachers' Contract MA Step 9	\$ 67,829.00		
1 FTE Technology Integration Teacher	1.0 FTE paid by SIG Based on Teachers' Contract MA Step 9	\$ 67,829.00		
School Improvement Facilitator	\$25/hr X 8hrs/day X 184 days	\$ 36,800.00		\$ -
Teacher Leader Stipends	\$33.50 X 10hrs X 10 months X 5 teachers	\$ 16,750.00		
Interventionist	\$20 X 5hrs X 182 days	\$ 18,200.00		
1 FTE Technology Support Staff	\$17/hr X 8 hrs/ day X 262	\$ 35,632.00		
Additional 1/2 hr for all staff		\$ 105,756.00		\$ -
100: Personnel Services - Salaries Subtotal:		\$ 396,126.40		\$ 31,553.60
200: Personnel Services - Benefits				
K-2 Literacy Coach Benefits	1 @ couple beehfits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		\$ -
Technology Integration Teacher Benefits	1 @ couple beehfits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		\$ -
School Improvement Facilitator Benefits	1 @ couple beehfits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		\$ -
Technology Support Staff	1 @ couple beehfits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		
200: Personnel Services - Benefits Subtotal:		\$ 32,532.55		\$ -
300: Purchased Professional and Technical Services				
University of Connecticut	6th year School Psychology Intern	\$ 18,000.00		\$ -
		\$ -		\$ -
		\$ -		\$ -
300: Purchased Professional and Technical Services Subtotal:		\$ 18,000.00		\$ -
400: Purchased Property Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
400: Purchased Property Services Subtotal:		\$ -		\$ -
500: Other Purchased Services				
Madonna Place	1 year contract including events, workshops, home visits and resources targeted at engaging fathers	\$ 10,000.00		\$ -
		\$ -		\$ -
		\$ -		\$ -
500: Other Purchased Services Subtotal:		\$ 10,000.00		\$ -
600: Supplies				
Second Step Materials	Two K-5 bundles , 1 additional kids foreach of grades K-3, hallway	\$ 5,333.00		\$ -
Chromebook Cart and devices	2 carst w/30 devices each @ \$11,200	\$ 22,400.00		\$ -
		\$ -		\$ -
600: Supplies Subtotal:		\$ 27,733.00		\$ -
700: Property				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
700: Property Subtotal:		\$ -		\$ -
800: Other Objects				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
800: Other Objects Subtotal:		\$ -		\$ -

YR 2 Implementation Budget Proposal

School Year: 2016-17

Cost:	Description:	1003(g) Proposal:	Other Funding Source(s):	Other Sources:
100: Personnel Services - Salaries				
1 FTE Math Instructional Specialist	0.6 FTE paid by SIG. Based on Teachers' Contract	\$ 52,251.00	0.4 FTE paid by Alliance	\$ 34,834.00
1 FTE K-2 Literacy Coach	1.0 FTE paid by SIG Based on Teachers' Contract MA Step 9	\$ 72,309.00		
1 FTE Technology Integration Teacher	1.0 FTE paid by SIG Based on Teachers' Contract MA Step 9	\$ 72,309.00		
School Improvement Facilitator	\$25.75/hr X 8hrs/day X 184 days	\$ 37,904.00		\$ -
Interventionist	\$20 X 5hrs X 182 days	\$ 18,200.00		
Teacher Leader Stipends	\$33.50 X 10hrs X 10 months X 5 teachers	\$ 16,750.00		
Technology Support Staff	\$19/hr X 8 hrs/ day X 262	\$ 39,824.00		
Additional 1/2 hr for all staff		\$ 108,024.00		\$ -
100: Personnel Services - Salaries Subtotal:		\$ 417,571.00		\$ -
200: Personnel Services - Benefits				
K-2 Literacy Coach Benefits	1 @ couple bebefits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		\$ -
Technology Integration Teacher Benefits	1 @ couple bebefits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		\$ -
School Improvement Facilitator Benefits	1 @ couple bebefits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		
Technology Support Staff	1 @ couple bebefits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		\$ -
200: Personnel Services - Benefits Subtotal:		\$ 32,532.55		\$ -
300: Purchased Professional and Technical Services				
University of Connecticut	6th year School Psychology Intern	\$ 18,000.00		\$ -
		\$ -		\$ -
		\$ -		\$ -
300: Purchased Professional and Technical Services Subtotal:		\$ 18,000.00		\$ -
400: Purchased Property Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
400: Purchased Property Services Subtotal:		\$ -		\$ -
500: Other Purchased Services				
Madonna Place	1 year contract including events, workshops, home visits and	\$ 10,000.00		\$ -
		\$ -		\$ -
		\$ -		\$ -
500: Other Purchased Services Subtotal:		\$ 10,000.00		\$ -
600: Supplies				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
600: Supplies Subtotal:		\$ -		\$ -
700: Property				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
700: Property Subtotal:		\$ -		\$ -
800: Other Objects				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
800: Other Objects Subtotal:		\$ -		\$ -

YR 3 Implementation Budget Proposal

School Year: 2017-18

Cost:	Description:	1003(g) Proposal:	Other Funding Source(s):	Other Sources:
100: Personnel Services - Salaries				
1 FTE Math Instructional Specialist	0.6 FTE paid by SIG. Based on Teachers' Contract	\$ 54,484.80	0.4 FTE paid by Alliance	\$ 36,323.20
1 FTE K-2 Literacy Coach	1.0 FTE paid by SIG Based on Teachers' Contract MA Step 9	\$ 76,479.00		
1 FTE Technology Integration	1.0 FTE paid by SIG Based on Teachers' Contract MA Step 9	\$ 76,479.00		
School Improvement Facilitator	\$26.52/hr X 8hrs/day X 184 days	\$ 39,037.44		\$ -
Interventionist	\$20 X 5hrs X 182 days	\$ 18,200.00		
Technology Support Staff	\$19.57/hr X 8 hrs/ day X 262	\$ 41,018.72		
Teacher Leader Stipends	\$33.50 X 10hrs X 10 months X 5 teachers	\$ 16,750.00		
Additional 1/2 hr for all staff		\$ 112,069.00		\$ -
100: Personnel Services - Salaries Subtotal:		\$ 434,517.96		\$ -
200: Personnel Services - Benefits				
K-2 Literacy Coach Benefits	1 @ couple benefits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		\$ -
Technology Integration Teacher Benefits	1 @ couple benefits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		\$ -
School Improvement Facilitator Benefits	1 @ couple benefits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		\$ -
Technology Support Staff	1 @ couple benefits of \$18,073.64 60% covered by grant, 40% covered by general fund	\$ 10,844.18		
200: Personnel Services - Benefits Subtotal:		\$ 32,532.55		\$ -
300: Purchased Professional and Technical Services				
University of Connecticut	6th year School Psychology Intern	\$ 18,000.00		\$ -
		\$ -		\$ -
		\$ -		\$ -
300: Purchased Professional and Technical Services Subtotal:		\$ 18,000.00		\$ -
400: Purchased Property Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
400: Purchased Property Services Subtotal:		\$ -		\$ -
500: Other Purchased Services				
Madonna Place	1 year contract including events, workshops, home visits and	\$ 10,000.00		\$ -
		\$ -		\$ -
		\$ -		\$ -
500: Other Purchased Services Subtotal:		\$ 10,000.00		\$ -
600: Supplies				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
600: Supplies Subtotal:		\$ -		\$ -
700: Property				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
700: Property Subtotal:		\$ -		\$ -
800: Other Objects				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
800: Other Objects Subtotal:		\$ -		\$ -

YR 4 Implementation Budget Proposal (Optional)

School Year:

Cost:	Description:	1003(g) Proposal:	Other Funding Source(s):	Other Sources:
100: Personnel Services - Salaries				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	100: Personnel Services - Salaries Subtotal:	\$ -		\$ -
200: Personnel Services - Benefits				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	200: Personnel Services - Benefits Subtotal:	\$ -		\$ -
300: Purchased Professional and Technical Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	300: Purchased Professional and Technical Services Subtotal:	\$ -		\$ -
400: Purchased Property Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	400: Purchased Property Services Subtotal:	\$ -		\$ -
500: Other Purchased Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	500: Other Purchased Services Subtotal:	\$ -		\$ -
600: Supplies				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	600: Supplies Subtotal:	\$ -		\$ -
700: Property				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	700: Property Subtotal:	\$ -		\$ -
800: Other Objects				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
	800: Other Objects Subtotal:	\$ -		\$ -

YR 5 Implementation Budget Proposal (Optional)

School Year:

Cost:	Description:	1003(g) Proposal:	Other Funding Source(s):	Other Sources:
100: Personnel Services - Salaries				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
100: Personnel Services - Salaries Subtotal:		\$ -		\$ -
200: Personnel Services - Benefits				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
200: Personnel Services - Benefits Subtotal:		\$ -		\$ -
300: Purchased Professional and Technical Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
300: Purchased Professional and Technical Services Subtotal:		\$ -		\$ -
400: Purchased Property Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
400: Purchased Property Services Subtotal:		\$ -		\$ -
500: Other Purchased Services				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
500: Other Purchased Services Subtotal:		\$ -		\$ -
600: Supplies				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
600: Supplies Subtotal:		\$ -		\$ -
700: Property				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
700: Property Subtotal:		\$ -		\$ -
800: Other Objects				
		\$ -		\$ -
		\$ -		\$ -
		\$ -		\$ -
800: Other Objects Subtotal:		\$ -		\$ -

FY 16 Bond Request (Optional)

Item #	Description	Amount
1	D/E/F Wiring - General Contractor/Construction Manager, Installation of interior doors with key access to allow visitors only entry into the office area before entrance into the rest of the school. This will include labor, material, tools, equipment, wiring services and subcontractors necessary to complete the construction.	\$25,000.00
2	2 Door swipes & DEF wiring for Main Office @ \$2,200/each + button for opening	\$5,500.00
3	7 SMARTBoard Interactive White Boards, data projectors, and installation @ \$3,500/each for rooms 1,2,3,5,6, 7 and 15	\$24,500.00
4	D/E/F Wiring - General Contractor/Construction Manager, Installation of an aluminum awning in the rear of the school to keep the children and the parents out of the element. This project includes site work, excavation, footings, pavement repairs. Aluminum stock material for frame, roofing, and gutters with a downspout into the parking lot.	\$22,000.00
5	D/E/F Wiring - General Contractor/Construction Manager, Office re-configuration and build out. This project includes 2 new office spaces, 2 cubicles and relocating the counter. All associated HVAC, electrical, fire alarm, low voltage, network cabling and security components.	\$40,500.00
6		\$0.00
7		\$0.00
8		\$0.00
9		\$0.00
10		\$0.00
11		\$0.00
12		\$0.00
13		\$0.00
14		\$0.00
15		\$0.00
Total:		\$117,500.00

NORWICH BOARD OF EDUCATION

-and-

NORWICH TEACHERS LEAGUE

AGREEMENT ON A SUPPLEMENT TO THE CONTRACT BETWEEN THE BOARD AND THE LEAGUE FOR STANTON SCHOOL TEACHERS PURSUANT TO PUBLIC ACT 12-116

This Agreement sets forth the agreement of the Norwich Board of Education (the "Board"), the Norwich Teachers League (the "League") and teachers assigned to Stanton School ("Stanton Teachers"). This Agreement concerns the impact of the Turnaround Plan approved by the Norwich Turnaround Committee and the State Department of Education. For the purpose of this Agreement, "teachers" and "Stanton Teachers" include all certified professionals at Stanton School who are in the bargaining unit represented by the League.

Except as expressly modified in this Agreement, all provisions of the 2012-2015 collective bargaining agreement between the Board and the League (the "Contract") shall remain in full force and effect.

At any time following full implementation of the plan in November 2012, any claim that additional duties required by the Plan cannot be accomplished by Stanton Teachers, shall be discussed by representatives of the League with the Superintendent and the Turnaround Committee. If the League is not satisfied with the outcome of the discussion, the League reserves the right to (a) file grievance in accordance with Article 5 of the contract or (b) demand impact bargaining, and the Board reserves the right to raise any defenses it has to such claims.

A. EMPLOYMENT DAY AND YEAR

For Stanton Teachers, the provisions of this Agreement shall supersede the provisions of Article 39, Sections A and B of the Contract.

The following shall apply to Stanton Teachers for the school year 2012-13, 2013-14 and 2014-15 provided that the Turnaround Plan is not terminated earlier:

1. The length of the work year shall be one hundred eight-nine (189) days in 2012-13. At least two of these days shall be non-instructional days.
2. The length of the standard work day shall be seven hours and fifty-five minutes. These hours include instructional time as well as time prior to the starting time or after the closing time for students. Teacher work days may be longer in order to comply with Article 41 of the Contract.

3. Notwithstanding 2 above, the following days shall not require the full additional hour by Stanton Teachers:

- The 7 full-day professional development days (which shall be 6 hours and 55 minutes)
- The 2 early release days prior to Thanksgiving and Winter recess, on which Stanton Teachers shall come in at the early start time but leave at student dismissal which shall be the same as for other schools in the district, resulting in 25 minutes additional for those days rather than one hour
- The 6 early release days for Parent Teacher Conferences, on which Stanton Teachers shall come in at the early start time but leave at student dismissal which shall be the same as for other schools in the district, resulting in 25 minutes additional for those days rather than one hour
- The 10 early release days for LED, on which Stanton Teachers shall come in at the early start time but leave at student dismissal which shall be the same as for other schools in the district, resulting in 25 minutes additional for those days rather than one hour

The total additional time school year 2012-13 required for all Stanton Teachers, based on the above, shall be:

1 Professional Day at 6 hours 55 minutes (415 min.)
18 early release days at 25 minutes (450 min.)
164 days at 1 hour (183 minus 6 PD Days at current) (9840 min.)

TOTAL: 178.4 hours (10,705/60)

In accordance with the Turnaround Plan, it is expected that there shall be further increases in work days and hours for 2013-14 and 2014-15. (See Turnaround Plan, Section VI, part 5 (Effective Use of Time). The impact of such increases shall be subject to bargaining in accordance with the terms of Public Act 12-116.

B. SALARIES

The Literacy and Math Coaches assigned to Stanton School pursuant to the Turnaround Plan shall be paid on the same basis as teachers, in accordance with the teacher salary schedule as modified by this Agreement.

In order to compensate for the additional days and hours of work set forth in the Turnaround Plan, the salaries of teachers assigned to Stanton School for 2012-13 shall be calculated as follows:

The annual salary rate of each full-time teacher shall be increased by that teacher's hourly rate times 178.4 hours in accordance with the additional time set forth in B above.

For 2013-14 and 2014-15, any hours of instruction or professional development that are an extension of the regular school year in addition to 178.4 hours shall be compensated at the teacher's hourly rate times that number of hours.

The salary of a part-time teacher or a teacher assigned to Stanton for only part of the time will be calculated based on the actual additional hours of work for the year and that teacher's hourly rate.

In the event that a teacher works only a portion of the year at Stanton School, there will be an appropriate proration for the year.

C. SUMMER PROGRAMS

In order to promote continuity of instruction and methodology, preference shall be given to Stanton Teachers who volunteer to work in these summer programs. Other teachers in the district who seek to work in these programs may be required to undergo training/professional development related to the Turnaround Plan. This training will be paid at the per diem hourly rate.

It is understood that any extension of the regular work year into the summer months shall require impact bargaining with the League.

D. MASTER TEACHERS

There will be no master teachers for the 2012-13 school year. If the District wishes to institute these positions in subsequent school years, the Board will meet and bargain with the League over the responsibilities and compensation for said positions.

E. SCHOOL DATA TEAM LEADER STIPENDS

There will be six (6) school data team leaders at Stanton school. Each data team leader will receive a stipend of \$1800.00 each year, payable in four installments of \$450.00 in the pay periods following November 1, January 1, April 1 and June 1. It is understood that this stipend is to compensate for duties in addition to those performed by data team leaders at other schools.

F. COPIES OF AGREEMENT

The Board shall post this Agreement on the intranet or Gmail so that it will be available for all employees.

G. DURATION

The provisions of this Agreement shall be effective August 27, 2012. This Agreement shall remain in effect through June 30, 2015; provided, however, that this Agreement may be reopened by mutual agreement to deal with any modifications to the Turnaround Plan for the 2013-14 and/or 2014-15 school years which have a significant impact on wages, hours or other working conditions.

SIGNATURE BLOCK

IN WITNESS WHEREOF, the parties have executed this Agreement by their proper officers. The signing of this Agreement by representatives of the League affirms that the Agreement has been ratified by Stanton Teachers, as required by Public Act 12-116. The signing of this Agreement by the Chair of the Board affirms that the Agreement has been ratified by the Board.

NORWICH TEACHERS LEAGUE

NORWICH BOARD OF EDUCATION

By Elizabeth Hanlon
Elizabeth Hanlon
Co-President

By Yvette Jacaruso
Yvette Jacaruso
Chairperson

By Stacey Hungerford
Stacey Hungerford
Co-President

Date 8/29/12

Date 8/29/12

NORWICH BOARD OF EDUCATION

-and-

NORWICH TEACHERS LEAGUE

AGREEMENT ON A SUPPLEMENT TO THE CONTRACT BETWEEN THE BOARD AND THE LEAGUE FOR UNCAS SCHOOL TEACHERS PURSUANT TO PUBLIC ACT 12-116

This Agreement sets forth the agreement of the Norwich Board of Education (the "Board"), the Norwich Teachers League (the "League") and teachers assigned to Uncas School ("Uncas Teachers"). This Agreement concerns the impact of the Turnaround Plan approved by the Norwich Turnaround Committee and the State Department of Education. For the purpose of this Agreement, "teachers" and "Uncas Teachers" include all certified professionals at Uncas School who are in the bargaining unit represented by the League.

Except as expressly modified in this Agreement, all provisions of the 2012-2015 collective bargaining agreement between the Board and the League (the "Contract") shall remain in full force and effect.

At any time following full implementation of the plan in July 2014, any claim that additional duties required by the Plan cannot be accomplished by Uncas Teachers shall be discussed by representatives of the League with the Superintendent and the Turnaround Committee. If the League is not satisfied with the outcome of the discussion, the League reserves the right to (a) file grievance in accordance with Article 5 of the contract or (b) demand impact bargaining, and the Board reserves the right to raise any defenses it has to such claims.

A. EMPLOYMENT DAY AND YEAR

For Uncas Teachers, the provisions of this Agreement shall supersede the provisions of Article 39, Sections A and B of the Contract.

The following shall apply to Uncas Teachers for the school year 2014-2015:

1. The length of the standard work day shall be seven hours and fifty-five minutes. These hours include instructional time as well as time prior to the starting time or after the closing time for students. Teacher work days may be longer in order to comply with Article 41 of the Contract.
2. Notwithstanding 1 above, the following days shall not require the full additional hour by Uncas Teachers:

- The 6 full-day professional development days (which shall be 6 hours and 55 minutes)
- The 3 early release days prior to Thanksgiving, Winter recess, and the last day of school on which Uncas Teachers shall come in at the early start time but leave at student dismissal which shall be the same as for other schools in the district, resulting in 25 minutes additional for those days rather than one hour
- The 6 early release days for Parent Teacher Conferences, on which Uncas Teachers shall come in at the early start time but leave at student dismissal which shall be the same as for other schools in the district, resulting in 25 minutes additional for those days rather than one hour
- The 9 early release days for LED, on which Uncas Teachers shall come in at the early start time but leave at student dismissal which shall be the same as for other schools in the district, resulting in 25 minutes additional for those days rather than one hour

The total additional time school year 2014-2015 required for all Uncas Teachers, based on the above, shall be:

18 early release days at 25 minutes (450 min.)

164 days at 1 hour (188 minus 6 PD days at current and 18 ER days) (9840 min.)

TOTAL: 10,290/60= 171.50 hours

B. SALARIES

The Literacy and Math Coaches assigned to Uncas School pursuant to the Turnaround Plan shall be paid on the same basis as teachers, in accordance with the teacher salary schedule as modified by this Agreement.

In order to compensate for the additional days and hours of work set forth in the Turnaround Plan, the salaries of teachers assigned to Uncas School for 2014-2015 shall be calculated as follows:

The annual salary rate of each full-time teacher shall be increased by that teacher's hourly rate (per diem divided by 415 minutes) times 171.5 hours in accordance with the additional time set forth in B above.

For 2014-2015 any hours of instruction or professional development that are an extension of the regular school year in addition to (171.5) hours shall be compensated at the teacher's hourly rate times that number of hours.

The salary of a part-time teacher or a teacher assigned to Uncas for only part of the time will be calculated based on the actual additional hours of work for the year and that teacher's hourly rate.

In the event that a teacher works only a portion of the year at Uncas School, there will be an appropriate proration for the year.

C. SCHOOL DATA TEAM LEADER STIPENDS

There will be four (4) school data team leaders at Uncas school. Each data team leader will receive a stipend of \$1800.00 each year, payable in four installments of \$450.00 in the pay periods following November 1, January 1, April 1 and June 1. It is understood that this stipend is to compensate for duties in addition to those performed by data team leaders at other schools.

D. COPIES OF AGREEMENT

The Board shall post this Agreement on the intranet or Gmail so that will be available for all employees.

E. DURATION

The provisions of this Agreement shall be effective July 1, 2014. This Agreement shall remain in effect through June 30, 2015.

SIGNATURE BLOCK

IN WITNESS WHEREOF, the parties have executed this Agreement by their proper officers. The signing of this Agreement by representatives of the League affirms that the Agreement will be presented for ratification by Uncas Teachers, as required by Public Act 12-116, after staffing is completed for Uncas for the 2014-15 school year. The signing of this Agreement by the Chair of the Board affirms that the Agreement has been ratified by the Board.

NORWICH TEACHERS LEAGUE

NORWICH BOARD OF EDUCATION

By Elizabeth Hanlon
Elizabeth Hanlon
Co-President

By Yvette Jacaruso
Yvette Jacaruso
Chairperson

By Stacey Hungerford
Stacey Hungerford
Co-President

By Abby I. Dolliver
Abby I. Dolliver
Superintendent

Date 6/5/14

Date 6/5/14



APPENDIX A: ACCOUNTABILITY METRICS AND PERFORMANCE TARGETS

SIG school progress is measured against the leading and lagging indicators identified in the chart below. Under the “Baseline and Historic Data” columns, please enter school data for each of the past three years. Please note that “Performance Targets” are subject to approval by the CSDE.

Performance Indicators	Baseline and Historic Data				Performance Targets		
	2012-13	2013-14	2014-15 YTD	2015-16	2016-17	2017-18	
Student enrollment	344	297	311	315	315	315	
Number of minutes in the school year	58,260	58,380	58,380	63,840	63,840	63,840	
Average daily attendance rate	89.8%	93.8%	94.6%	95.4%	96.2%	97%	
Chronic absenteeism rate	12.1%	14.9%	11.8%	10%	9.8%	9.6%	
Number of in-school suspensions	5	24	22	20	18	16	
Number of out-of-school suspensions	1	11	6	5	4	3	
Number of expulsions	0	1	0	0	0	0	
Dropout rate	n/a	n/a	n/a	n/a	n/a	n/a	
School Performance Index (SPI)	64.4	-	-				
Number of students completing advanced coursework (e.g., AP, IB), early-college high schools, or dual enrollment classes (HS only)	n/a	n/a	n/a	n/a	n/a	n/a	
Teacher attendance rate	96.4%	95.0%	96.4%	96.6%	96.8%	97%	
Percent of teachers rated “Exemplary” as a proportion of the total numbers of teachers employed at the school	n/a	24%	Not yet available	15%	20%	25%	
Percent of teachers rated “Proficient” as a proportion of the total numbers of teachers employed at the school	n/a	76%	Not yet available	85%	80%	75%	
Percent of teachers rated “Developing” as a proportion of the total numbers of teachers employed at the school	n/a	0%	Not yet available	0%	0%	0%	
Percent of teachers rated “Below Standard” as a proportion of the total numbers of teachers employed at the school	n/a	0%	Not yet available	0%	0%	0%	

APPENDIX C: IMPLEMENTATION TIMELINE

Planning/Pre-Implementation Year (Optional)	
Strategies:	Progress Metrics:
1.	
2.	
3.	
4.	
5.	

Year 1 Implementation	
Strategies:	Progress Metrics:
1. Professional development (PLC's, LED) designed and provided by instructional specialist (Math, ELA), K-2 literacy coach, and technology integration teacher to build teacher capacity.	Teacher evaluation system and walkthrough protocol.
2. Create a new instructional position, K-2 literacy coach, to support and retain new and transitional teachers by providing ongoing job-embedded professional learning and instructional support.	K-2 literacy coach Schedule Student Growth Data MAP (depending on grade level), Running Records, DIBELS
3. Create a full-time math instructional specialist position for Veterans' Memorial to improve math instruction.	Math instructional specialist Schedule Student Growth Data MAP (depending on grade level), Math In Focus Unit Assessments
4. Create a new technology integration teacher to provide all students opportunities to develop 21 st Century Skills through technology instruction.	Technology integration teacher Schedule Technology Based Formative Assessment
5. Establish tiered math interventions linked to SRBI protocol – including Math data teams to determine student needs and drive instruction.	Student Growth Data MAP (depending on grade level), Math In Focus Unit Assessments
6. Continued implementation of math curriculum/CCSS in Grades K-5	Student Growth Data MAP (depending on grade level), Math In Focus Unit Assessments
7. Continued implementation of effective and rigorous reading curriculum/CCSS in Grades K-5; including co-teaching, small group instruction.	Student Growth Data MAP (depending on grade level), Running Records, DIBELS Walkthrough protocol Routine evaluations
8. Development of a tiered system of behavioral interventions and supports with training, technical assistance, and strategic data analysis from the University of Connecticut.	SWIS Data, Suspension/Expulsion Data

9. Establish a partnership with Madonna Place to provide workshops and wraparound services for families.	Schedule of activities and parent attendance
10. Provide family school activities and events to develop strong family-school connection.	Schedule of activities and parent attendance Student/parent climate surveys
11. Establish an expanded school schedule consisting of 30 additional minutes daily for all students.	School schedule
12. Develop a schedule of monthly Building Leadership Team meetings to focus on the needs of the school within the Essential School System framework.	Schedule, agenda and minutes of leadership team meetings
13. Develop a schedule of weekly Professional Learning Communities, and Grade-level Data Teams which focus on school needs in math, ELA, and behavior on a rotating basis.	Collaborative time schedule. Walkthroughs, SRBI interventions, MAP, suspension/expulsion data
14. Expand current enrichment offerings for underserved students to eliminate the opportunity gaps that contribute to achievement gaps.	Schedule of enrichment activities

Year 2 Implementation	
Strategies:	Progress Metrics:
1. Professional development (PLC's, LED) designed and provided by instructional specialist (Math, ELA), K-2 literacy coach, and technology integration teacher to build teacher capacity.	Teacher evaluation system and walkthrough protocol.
2. K-2 literacy coach will support and retain new and transitional teachers by providing ongoing job-embedded professional learning and instructional support.	K-2 literacy coach Schedule Student Growth Data MAP (depending on grade level), Running Records, DIBELS
3. Math instructional specialist will support and retain new and transitional teachers by providing ongoing job-embedded professional learning and instructional support.	Math instructional specialist Schedule Student Growth Data MAP (depending on grade level), Math In Focus Unit Assessments
4. Technology integration teacher will provide all students opportunities to develop 21 st Century Skills through technology instruction.	Technology integration teacher Schedule Technology Based Formative Assessment
5. Continue tiered math interventions linked to SRBI protocol – including Math data teams to determine student needs and drive instruction.	Student Growth Data MAP (depending on grade level), Math In Focus Unit Assessments
6. Continued implementation of math curriculum/CCSS in Grades K-5	Student Growth Data MAP (depending on grade level), Math In Focus Unit Assessments
7. Continued implementation of effective and rigorous reading curriculum/CCSS in Grades K-5; including co-teaching, small group instruction.	Student Growth Data MAP (depending on grade level), Running Records, DIBELS Walkthrough protocol Routine evaluations

8. Development of a tiered system of behavioral interventions and supports with training, technical assistance, and strategic data analysis from the University of Connecticut.	SWIS Data, Suspension/Expulsion Data
9. Continued partnership with Madonna Place to provide workshops and wraparound services for families.	Schedule of activities and parent attendance
10. Provide family school activities and events to develop strong family-school connection.	Schedule of activities and parent attendance Student/parent climate surveys
11. Maintain 30 additional minutes daily for all students.	School schedule
12. Conduct monthly Building Leadership Team meetings to focus on the needs of the school within the Essential School System framework.	Schedule, agenda and minutes of leadership team meetings
13. Implement a schedule of weekly Professional Learning Communities, and Grade-level Data Teams which focus on school needs in math, ELA, and behavior on a rotating basis.	Collaborative time schedule. Walkthroughs, SRBI interventions, MAP, suspension/expulsion data
14. Expand and refine enrichment offerings for underserved students to eliminate the opportunity gaps that contribute to achievement gaps.	Schedule of enrichment activities

Year 3 Implementation	
Strategies:	Progress Metrics:
1. Professional development (PLC's, LED) designed and provided by instructional specialist (Math, ELA), K-2 literacy coach, and technology integration teacher to build teacher capacity.	Teacher evaluation system and walkthrough protocol.
2. K-2 literacy coach will support and retain new and transitional teachers by providing ongoing job-embedded professional learning and instructional support.	K-2 literacy coach Schedule Student Growth Data MAP (depending on grade level), Running Records, DIBELS
3. Math instructional specialist will support and retain new and transitional teachers by providing ongoing job-embedded professional learning and instructional support.	Math instructional specialist Schedule Student Growth Data MAP (depending on grade level), Math In Focus Unit Assessments
4. Technology integration teacher will provide all students opportunities to develop 21 st Century Skills through technology instruction.	Technology integration teacher Schedule Technology Based Formative Assessment
5. Continue tiered math interventions linked to SRBI protocol – including Math data teams to determine student needs and drive instruction.	Student Growth Data MAP (depending on grade level), Math In Focus Unit Assessments
6. Continued implementation of math curriculum/CCSS in Grades K-5	Student Growth Data MAP (depending on grade level), Math In Focus Unit Assessments
7. Continued implementation of effective and rigorous reading curriculum/CCSS in Grades K-5; including co-	Student Growth Data MAP (depending on grade level), Running

teaching, small group instruction.	Records, DIBELS Walkthrough protocol Routine evaluations
8. Development of a tiered system of behavioral interventions and supports with training, technical assistance, and strategic data analysis from the University of Connecticut.	SWIS Data, Suspension/Expulsion Data
9. Continued partnership with Madonna Place to provide workshops and wraparound services for families.	Schedule of activities and parent attendance
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14. Expand and refine enrichment offerings for underserved students to eliminate the opportunity gaps that contribute to achievement gaps.	Schedule of enrichment activities

Sustainment Year 1 (Optional)	
Strategies:	Progress Metrics:
1.	
2.	
3.	
4.	

Sustainment Year 2 (Optional)	
Strategies:	Progress Metrics:
1.	
2.	
3.	
4.	



APPENDIX D: STATEMENT OF ASSURANCES

CONNECTICUT STATE DEPARTMENT OF EDUCATION STANDARD STATEMENT OF ASSURANCES | GRANT PROGRAMS

PROJECT TITLE: School Improvement Grant (SIG) 1003(g)

THE APPLICANT: Abby I. Dolliver Norwich Public Schools HEREBY ASSURES THAT:

(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;

- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

L. REQUIRED LANGUAGE (NON-DISCRIMINATION)

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. "Commission" means the Commission on Human Rights and Opportunities;
- ii. "Contract" and “contract” include any extension or modification of the Contract or contract;
- iii. "Contractor" and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. "Gender identity or expression" means a person's gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person's physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person's core identity or not being asserted for an improper purpose;
- v. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. "good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. "marital status" means being single, married as recognized by the state of Connecticut, widowed, separated or divorced;
- viii. "mental disability" means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association's "Diagnostic and Statistical Manual of Mental Disorders", or a record of or regarding a person as having one or more such disorders;
- ix. "minority business enterprise" means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of Connecticut General Statutes § 32-9n; and
- x. "public works contract" means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms "Contract" and "contract" do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, (2) a quasi-public agency, as defined in Conn. Gen. Stat. Section 1-120, (3) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in Conn. Gen. Stat. Section 1-267, (4) the federal government, (5) a foreign government, or (6) an agency of a subdivision, agency, state or government described in the immediately preceding enumerated items (1), (2), (3), (4) or (5).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, mental retardation, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers' representative of the Contractor's commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and Connecticut General Statutes §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes §§ 46a-56, 46a-68e and 46a-68f; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and Connecticut General Statutes § 46a-56. If the contract is a public works contract, the Contractor agrees and warrants that he will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works projects.
- (c) Determination of the Contractor's good faith efforts shall include, but shall not be limited to, the following factors: The Contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.

- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes §46a-56; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to Connecticut General Statutes § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and Connecticut General Statutes § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with Connecticut General Statutes § 46a-56; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.
- N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the



Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Superintendent Signature: Abby I. Dolliver

Name: *(typed)* Abby I. Dolliver

Title: *(typed)* Superintendent

Date: May 14, 2015

School Audit Tool

Directions: Using the rubrics that follow, evaluate school systems and performance in each of the following domain areas: (1) talent; (2) academics; (3) culture and climate; and (4) operations. Use longitudinal quantitative and qualitative data to inform evaluations in each category. Diagnostic findings should inform the school improvement planning process, helping school and district leaders to prioritize specific growth areas and design aligned interventions.

1. Talent: Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.				
Sub-Indicators:	1	2	3	4
1.1. Instructional practice			X	
1.2. Evaluation and professional culture			X	
1.3. Recruitment and retention strategies		X		
1.4. Professional development			X	
1.5. Leadership effectiveness			X	
1.6. Instructional leadership			X	
2. Academics: Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.				
2.1. Academic rigor			X	
2.2. Student engagement			X	
2.3. Differentiation		X		
2.4. Curriculum and instruction aligned to CCSS		X		
2.5. Supports for special populations	X			
2.6. Assessment system and data culture			X	
3. Culture and Climate: Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.				
3.1. School environment			X	
3.2. Student attendance		X		
3.3. Student behavior		X		
3.4. Interpersonal interactions		X		
3.5. Family engagement		X		
3.6. Community partners and wraparound strategy	X			
4. Operations: Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.				
4.1. Adequate instructional time		X		
4.2. Use of instructional time		X		
4.3. Use of staff time			X	
4.4. Routines and transitions			X	
4.5. Financial management			X	

1	Below Standard
2	Developing
3	Proficient
4	Exemplary